

# **Japanese II**

## **Foreign Language Curriculum Framework**

**Revised 2007**

Course Title: Japanese II  
 Course/Unit Credit: 1  
 Course Number: 446010  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Japanese I

## Japanese II

Japanese II develops and expands the fundamental skills introduced in Japanese I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Japanese II may be used to partially fulfill this requirement. Japanese I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall interpret information and messages in the Japanese language (interpretive).
	2. Students shall interact with others in the Japanese language (interpersonal).
	3. Students shall present information and messages in the Japanese language (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Japanese-speaking world ( <i>practices</i> ).
	5. Students shall demonstrate understanding of the <i>products</i> of the Japanese-speaking world ( <i>products</i> ).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Japanese-speaking world ( <i>perspectives</i> ).
Connections	
	7. Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (global <i>perspectives</i> ).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).
Communities	
	11. Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Japanese language (interpretive).

CMC.1.JII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>polite speech</i> vs. <i>plain speech</i> )
CMC.1.JII.3	Identify principal messages or main ideas and details on level-appropriate topics from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.JII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions, author's purpose)
CMC.1.JII.6	Recognize <u>Kanji</u> related to level-appropriate topics, including <i>stroke order</i> and <i>stroke count</i>

Strand: Communication

Standard 2: Students shall interact with others in the Japanese language (interpersonal).

CMC.2.JII.1	Exchange dialogue with culturally appropriate gestures <ul style="list-style-type: none"><li>• <i>courtesy phrases</i></li><li>• <i>idiomatic expressions</i></li><li>• introductions of self and others with distinction between <i>in-group</i> and <i>out-group</i></li><li>• classifiers</li><li>• acquisition of goods, services, and information</li><li>• personal events and memorable experiences</li><li>• opinions and personal preferences</li><li>• multi-step requests and directions</li></ul>
CMC.2.JII.2	Exchange information and ideas in several consecutive sentences
CMC.2.JII.3	Request clarification on exchanged information and ideas
CMC.2.JII.4	Apply situational-appropriate language and gestures (e.g., <i>polite speech</i> vs. <i>plain speech</i> )

Strand: Communication

Standard 3: Students shall present information and messages in the Japanese language (presentational).

CMC.3.JII.1	Employ proper rhythm, accent, and intonation in rehearsed presentations (e.g. skits, dialogues)
CMC.3.JII.2	Construct a string of related simple sentences, in <u>Kana</u> and <u>Kanji</u> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Japanese-speaking world (*practices*).

CLT.4.JII.1	Describe <i>practices</i> of Japanese-speaking communities (e.g., tea ceremony, <u>ikebana</u> , karaoke)
CLT.4.JII.2	Describe factors that have influenced <i>practices</i> of Japanese-speaking communities (e.g., World War II)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Japanese-speaking world (*products*).

CLT.5.JII.1	Describe tangible <i>products</i> of Japanese-speaking communities (e.g., electronics, automobiles)
CLT.5.JII.2	Describe intangible <i>products</i> of Japanese-speaking communities (e.g., Buddhism, Zen)
CLT.5.JII.3	Describe factors that have influenced <i>practices</i> of Japanese-speaking communities (e.g., lack of resources)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Japanese-speaking world (*perspectives*).

CLT.6.JII.1	Describe <i>perspectives</i> reflected in <i>practices</i> of Japanese-speaking communities (e.g., work ethic, purity)
CLT.6.JII.2	Describe <i>perspectives</i> reflected in <i>products</i> of Japanese-speaking communities (e.g., precision, respect for nature)



Strand: Connections

Standard 7: Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.JII.1	Recognize terms and concepts from other subject areas
CNN.7.JII.2	Apply level-appropriate skills from other subject areas

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (*global perspectives*).

CNN.8.JII.1	Explain the influence of <i>practices</i> of Japanese-speaking communities on the global community (e.g., martial arts)
CNN.8.JII.2	Explain the influence of <i>products</i> of Japanese-speaking communities on the global community (e.g., sushi, automobile industry)
CNN.8.JII.3	Explain the influence of <i>perspectives</i> of Japanese-speaking communities on the global community (e.g., work ethic)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).

CMP.9.JII.1	Explain the similarities and differences in sounds and sentence structure
CMP.9.JII.2	Explain the similarities and differences in writing systems

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).

CMP.10.JII.1	Explain the similarities and differences in <i>practices</i>
CMP.10.JII.2	Explain the similarities and differences in <i>products</i>
CMP.10.JII.3	Explain the similarities and differences in <i>perspectives</i>

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).

CMN.11.JII.1	Recognize the ways others use the Japanese language in the United States
CMN.11.JII.2	Identify ways to use Japanese language skills in the United States

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

CMN.12.JII.1	Explain the benefits of studying the Japanese language after high school graduation
CMN.12.JII.2	Identify ways to use the Japanese language in a career setting

## Glossary for Japanese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialism	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Humble speech	Words that humble the speaker, writer, or members of the speaker/writer's <i>in-group</i> (e.g., <u>mairimasu</u> in place of <u>ikimasu</u> )
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Kana	Japanese systems of syllabic writing: <u>katakana</u> and <u>hiragana</u>
Kanji	Chinese characters adapted for the Japanese language
Mora count	Unit of sound, used in phonology, that determines a syllable's weight
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Plain speech	Words that end in <u>-u</u> , <u>-ru</u> , <u>-ta</u> , <u>-da</u> , or <u>-datta</u>
Polite speech	Words that end in <u>-masu</u> , <u>-mashita</u> , <u>-desu</u> , or <u>-deshita</u>
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Respectful speech	Words that show respect for the person about whom is being spoken or written (e.g., <u>irasshaimasu</u> in place of <u>ikimasu</u> )
Stroke count	Number of elements in a <u>Kana</u> or <u>Kanji</u>
Stroke order	Sequence of elements in a <u>Kana</u> or <u>Kanji</u>